

## **ASPERGER SYNDROME JOB ASSESSMENT QUESTIONNAIRE v3**

### **ABILITIES AND SPECIAL INTERESTS**

1. What is the job seeker interested in? What does he or she like to do?
2. What special strengths (abilities or knowledge) does the job seeker possess?
3. To help identify a job seeker's strengths, we recommend the book: "Developing Talents: Careers for Individuals with Asperger Syndrome and High-Functioning Autism" by Temple Grandin and Kate Duffy.
4. Does the job seeker have an interest in a specific career or job?
5. How could the job seeker's interests and strengths apply to different types of jobs?
6. How could the job seeker or a job coach frame the job seeker's positive attributes to help convince an employer to hire the job seeker?

### **SENSORY ISSUES**

7. Does the job seeker have any sensory issues, such as sensitivities to
  - a. Light – brightness or quality of light, such as sensitivity to fluorescent fixtures.
  - b. Sound – volume or certain frequencies or specific sounds
  - c. Touch – clothing issues or textures he might interact with in the workplace
  - d. Smell – specific odors or types of odors or fumes
8. If so, what sort of workplaces might present difficulties?

### **THINKING AND PROCESSING INFORMATION**

9. How does the job seeker process information effectively – does he need visual instruction or audio instruction?
10. What motivates the job seeker?
11. Does he need clear direction on tasks and an explanation of what constitutes success or a job well done?
12. Does she get thrown off by interruptions?
13. Is he easily distracted?
14. Does she sometimes become overwhelmed by too much sensory input and get upset?
15. Does he get disturbed by change and work best with an established routine?
16. Does she have the ability to do repetitive tasks accurately?
17. Does he have great concentration and the ability to really focus on a task that requires strong attention to detail?
18. Does he have the ability to see problems from a different perspective and discover innovative solutions?

## **COMMUNICATION AND SOCIAL SKILLS**

19. What communication and social skills does the client have – or lack – that apply to a workplace?
20. Is personal hygiene an issue?
21. Can he communicate effectively when speaking?
22. Can she communicate effectively in writing?
23. Might the job seeker need additional training to learn a job or task?
24. Can the job seeker advocate for himself? (If you're working with high school students who are preparing to go to college, please make sure they understand that at college, it will be their responsibility to ask for classroom accommodations. We recommend contacting the Disability Services staff at the college or university once a student has made a school choice, to determine the school's process for requesting classroom accommodations. And, of course, an employee will often need to advocate for himself on the job.)
25. Does the job seeker know how to ask for help when he encounters a problem?
26. Can he hold a normal conversation? Can she listen or does he just lecture?
27. Can he interact in a group, or does he need one-on-one interactions?
28. Does the job seeker need a position that requires minimal interaction? Can she deal effectively with customers or the public?
29. Can he accept direction and criticism?
30. Does she need to get assignments and direction from one person to avoid conflicts determining what to work on?
31. Does he need to get assignments in writing -- or take notes when getting assignments -- to remember details?

## **TIME MANAGEMENT AND ORGANIZATION SKILLS**

32. Can the job seeker manage his own time?
33. Can he organize her work and workspace?
34. Does he have the ability to transition from one task to another?
35. Can she work independently or does she require close supervision?

## **FITTING INTO AN ORGANIZATION**

36. What type of supervisor would be best for the job seeker?
37. Does he feel comfortable disclosing his diagnosis to an employer?
38. Does she feel comfortable disclosing his diagnosis to coworkers?
39. Would he feel more comfortable if a job coach disclosed his diagnosis for him?

40. What type of work environment will work best for the employee? For example, some employees with Asperger Syndrome do well working with a small team where people can get to know each other and support each other.

### **EVALUATING THE TOTAL JOB**

41. Before applying for a specific position, has the job seeker considered how every aspect of the job might affect him?

### **SELECTING JOBS TO PURSUE AND PREPARING TO BE "JOB READY"**

42. Compare the job seeker's strengths and challenges to the "total job" of the positions he or she is considering.
- a. Based on the answers provided above, what jobs would present problems?
  - b. What accommodations by an employer or adaptations on the part of the job seeker could eliminate these problems or make them manageable?
  - c. What jobs offer the best opportunities for success? (Select these jobs to pursue.)
  - d. What education or training should the job seeker complete before applying for selected jobs?
  - e. What behavior modifications could the job seeker make before applying for selected jobs?
  - f. Does the job seeker or his family know individuals who could be helpful in his job search?
  - g. Who knows the job seeker well enough to be approached to recommend him or her for a job and be listed as references on a resume?
  - h. Are there school or other career placement organizations that could help in a job search?
  - i. Has the job seeker considered seeking job assistance from his state vocational rehabilitation organization?
  - j. Are there workplaces related to the job seeker's preferred jobs he could visit and interview employees for information without applying for a job?
  - k. If there are no jobs available that match what the job seeker wants to do, are there other jobs that he could use pursue and do while continuing to look for his preferred job??

## **INTERVIEWING**

- 43. Has the job seeker learned to create a resume and cover letter to apply for a job interview, and a thank you note for after an interview?
- 44. Has the job seeker researched the companies or organization where he plans to apply?
- 45. Can the job seeker conduct an effective job interview with a prospective employer?
- 46. Has the job seeker written out the key messages he want to get across in an interview and created the answers he will give to questions an interviewer is likely to ask?
- 47. Has the job seeker practiced to develop interviewing skills with someone playing the part of an interviewer and asking him questions?
- 48. Does the job seeker feel more comfortable if a job coach or other individual visits with an employer in advance of an interview to explain Asperger Syndrome and how it affects the job seeker?
- 49. Would the job seeker feel more comfortable if a job coach contacted the employer and accompanied him to the job interview? (People who would perform well in a job don't always have natural interview skills. Having a job coach along can help an employer see the job seeker's qualifications when the job seeker might have trouble explaining them.)

## **JOB CARVING**

- 50. If there are no jobs available that exactly fit a job seeker's skills and challenges, what job might be designed around the job seeker's strengths that would meet an employer's needs?

## **STARTING A BUSINESS OR FREELANCING**

- 51. Using his abilities, what products or services could the job seeker provide to businesses or consumers?
- 52. How could the job seeker use a website to promote his business and deliver products or services?
- 53. Who could the job seeker partner with to supplement his skills with those necessary to run a business? For example he might team up with someone who could take orders and manage bookkeeping and shipping while the person with Asperger Syndrome creates products or delivers services.

You can find more information about Asperger Syndrome and employment at  
**[www.coultervideo.com](http://www.coultervideo.com).**